

Lesson Plan Template

Standards/Quality Indicators/Skills/Mathematical Practices/Literacy Practices

Missouri standards, quality indicators, and skills addressed by this lesson

1.R.1.A.a: Develop and demonstrate phonological awareness.

1st Grade

Phonological Awareness

- **RF.1.2a:** Distinguish long and short vowel sounds.
- **RF.1.2b–d:** Blend, isolate, and segment phonemes.

Learning Objectives/Goals

The lesson's objectives and intended learning outcomes appropriate for meeting curricular and student needs

Objective:

Students will:

- Identify and pronounce the **unvoiced /th/** sound in beginning and ending positions.
- Blend and segment words containing /th/.
- Recognize and read sight words automatically (“goes,” “says,” “she,” “we,” “they,” “their,” “were”).
- Read sentences in a decodable passage fluently.
- Write words with the /th/ sound independently.

I can statement: I can read and spell words with the /th/ sound, and I can find it at the beginning or end of words.

Rationale for Lesson

Why this lesson this way? Why use this/these objectives? Why are these best strategies to choose and use? Explain why this sequence of activities leads to displaying the knowledge called for by the objectives.

This lesson explicitly teaches the unvoiced /th/ digraph through multisensory modeling, guided practice, and independent work. It builds phonemic awareness and decoding skills that support accurate reading and spelling.

Prerequisite knowledge

What content covered previously this year or in prior years is necessary for this lesson?

- Students have learned consonant digraphs such as sh, ch, and ck.
- Students can blend and segment CVC words.

- Students can read and write short vowel words.

Lesson Structure and Procedures *Sequence of events of the lesson elements. Should include procedures, classroom management techniques, differentiation/increase in rigor, **highlighted** assessments, and possible questions **bolded**.*

Hook:

State Objective in student friendly terms: “Today we’re going to learn more about a sound we make with our tongue and teeth /th/ like in thin and math.”

Set Expectations: “We need to make sure that we are sitting on our pockets and are participating. I want to see your hand up in the air when we tap out the syllables and also doing the other motions with us.”

I do/We do/You do:

Move Through the UFLI Slides:

- “When two consonants come together and make one sound, it’s called a digraph. ‘t’ and ‘h’ come together to make /th/.”
 - Slide 51
- “Like /ck/ in **duck** and /sh/ in **sheep** and /th/ in this.”
 - Slide 53
- “Today we are going to learn about the unvoiced /th/. Put your fingers on your throat and say this.” (**students say this**) “Do you feel how your throat vibrates? You can feel it move when you say the /th/ sound. We found out that last week that is the voiced /th/. Now say thumb as you feel your neck.” (**students say thumb**) “See how your neck does not vibrate when you say the /th/. That is called unvoiced.”
 - Slide 54
- “/th/ can come at the beginning of a word like in the words **thin** and **thick**.”
 - Slide 55
- “Or at the end of the word like **with** and **path**.”
 - Slide 57
- “Read these words with me.” (**thin, thick, with, math**)
- “Now let’s look over sightwords.”
 - Slide 61
- “What sight word is this?” (said) “What part of this word do we need to know by heart?” (**the ai because it says /e/ and not /ai/**)
 - goes
 - says
 - she
 - we
 - they
 - their
- Review the parts of the sightwords we need to know by heart and the different sound they make
- Write “**with**” on the magnetic line paper on the board.
 - Call on student to write “**with**” on the board
- “I want you to practice writing with properly. You can either write it on the carpet or in the air.”

- Teach the new sight word **“were”** and review the parts we need to know by heart
- “Were sounds the same as where but they mean two different things. I would use where, with a “h”, when I am talking about a location. For example, where is my shoe? Now for the new were, you use this word to describe what someone is doing. For example, they were driving down the road.”
 - Slide 75-77
- Read the sentence and have students echo read (**We were with them. The cats are in the bath. “I can do that trick.” said Beth.**)
 - Slide 80-82
- Call on students to come up to board and read one sentence from the decodable text using the pointer. Then have students point to each word and have the students read the sentence aloud together. (**Thump! Thump! Thud!**)
- Send students back to their seats and have the table leaders pass out the sound boards.
- “Using your letters, write moth. What is the first letter sound in moth?” (/m/) “What letter is that?” (**m**) “What is the second sound in moth?” (/o/) “What letter makes the /o/ sound?” (**o**) “What is the final sound in moth?” (/th/) “What letters make the /th/ sound?” (**th**)
 - Walk around and check student answers and address any mistakes
- “Put your finger under the m and let's say the sounds. /m/ /o/ /th/ moth.”
- “Now we want to change moth to math, what do I need to change?” (**take out the o and put an a**)
 - Walk around and check student answers and address any mistakes
- “Put your finger under the m and let's say the sounds. /m/ /a/ /th/ math.”
- Work through the following words (**math** → **mat** → **pat** → **path** → **bath** → **bat** → **bit** → **bin** → **thin** → **thick**)
- Have a table leader collect the letter boards. Have students get out their white board, marker, and eraser.
- Determine a sentence to have the class write based on level of understanding.
 - **The thin cloth will rip**
 - Miss Kim helps them with math.
 - We were on the path with Seth.
- “On your board I want you to write the sentence; The thin cloth will rip. When we are writing a sentence we need to remember to capitalize the first letter in the sentence and to use ending punctuation.”
 - Walk around and check student answers and address any mistakes

Closure:

“Today we learned that *t* and *h* work together to make the /th/ sound. You read /th/ words, found them in sentences, and even wrote them!”

Assessments (do not use thumbs up or thumbs down):

- Formally assess students hand motions and vocalization of the given skill
- Listen to specific students and assess accuracy during decodable text
- Review student answers during the written portion

Accommodations/Modifications (differentiation/rigor):

- Increase wait time to allow for all students to have time to consider the word/change
- Choose easier/harder words and sentences based off success in the skill set
- For students volunteering to come up to the board and read, choose a sentence that fits their skill level.

Classroom Management Techniques:

- Praising students who are on task and participating

- Remind students to use full body listening, either verbally or pointing to the diagram near the teachers chair in front of the meeting carpet
- Hands, Hands, Hands, and Eyes (technique used to make sure students are not messing with any materials and have their eyes on the speaker)
- McDonalds (proper rug sitting technique)
- Proximity

Resources and Materials

*List of tools and materials used in the planning of and during the instruction of the lesson. **Cite all resources you do not create yourself.***

- UFLI Lesson 46 Day 2 Slides
- White board, marker, and eraser for each student
- Letter boards for each student